LC/NAIROBI.

UNITED NATIONS
ECONOMIC AND SOCIAL COUNCIL

Distr.
LIMITED

E/ECA/PAM/HRP/85/8
September 1985

Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA

EDUCATION STAFF TRAINING DEVELOPMENT PROGRAMME

REPORT OF THE CONFERENCE ON INSTRUCTIONAL AND CREDIT PROGRAMMES IN ADULT EDUCATION IN SADCC COUNTRIES

Maseru (Lesotho), 19-23 August 1985

Organized in collaboration with IEMS
The Institute of Extra-Mural Studies
National University of Lesotho
Maseru Campus, Lesotho

PART ONE

I. Venue and organization

The Conference on instructional and Credit Programmes in Adult Education (taking adult education as a varient of non formal education) was held at the Institute of Extra-Mural Studies (IEMS) at the Maseru Campus of the National University of Lesotho from 19-22 August, 1985. It was organized by IEMS of the National University of Lesotho and sponsored by United States Agency for International Development (USAID).

II. Participation

The Conference was attended by 36 participants made of administrators, co-ordinators, directors and other personnel of adult education programmes from five SADCC countries of Botswana, Lesotho, Swaziland, Zambia and Zimbabwe. In particular, the following institutions participated; Institute of Adult Education of the University of Botswana; Division of Extra-Mural Services of the University of Swaziland; Centre for Continuing Education of the University of Zambia; the Department of Adult Education of the University of Zimbabwe; and the Institute of Extra-Mural Studies of the University of Lesotho: other institutions from Lesotho included the Co-operative Department (MINRUDEV) of the Ministry of Rural Development; the Lesotho Co-operatives Centre; Lesotho Institute of Public Administration; Lesotho Congress of Free Trade Unions; Basutho Enterprises Development Corporation (BEDCO); Co-operative Division of the Ministry of Co-operatives; Ministry of Health; and the Institute of Development and Management.

The United Nations Economic Commission for Africa in Addis Ababa, Ethiopia, provided one resource person for the Conference.

III. Background and conference objectives

The Institute of Extra-Mural Studies (IEMS) of National University of Lesotho had in 1984 established a credit programme in Adult Education. The primary objective of the programme was to train extension workers in the methodology of working with adults.

In pursuance of this objective, IEMS was eager to share its experience in establishing the programme with other institutions within SADCC countries which had similar programmes. In addition, there was concern by IEMS that there were some nineteen different institutions in Lesotho that offered either credit or non-credit programmes to adult learners. In fact the number of institutions offering adult education programmes was far in excess of nineteen.

The multiplicity of such institutions for a country of the size of Lesotho rendered them to duplication of programmes. In this regard, therefore, there was need within Lesotho to foster better collaboration and co-ordination of programmes between and among institutions of adult education. There was need for collaboration and co-operation among higher institutions of adult education within SADCC countries. Such collaboration and co-operation would involve the sharing of resources (human, financial and material) the exchange of staff and students and

the production of text books and other educational materials, to name a few. As regards the exchange and admission of students into programmes of one institution from another institution, it was necessary to review the various hurdles that hindered admissions of students from one institution into another, bearing in mind the admission requirements by the universities of the subregion.

Taking these issues into account the conference main objectives were set to:

(a) bring together administrators, co-ordinators, directors and other educators of adult education programmes to share experience and resources (human, financial and material) in respect of their various institutions:

(b) formulate strategies for improving the collaboration and co-operation and information sharing between and within adult education institutions in SADCC countries;

(c) develop strategies for fostering co-ordination, collaboration and co-operation in adult education programmes at national level so as to minimize duplication of programmes and ensure optimal utilization of resources; and

(d) review and examine ways and means of making adult education programmes more relevant to the needs of clients in respect of self-satisfaction, job or work relatedness and career development including further studies.

The expected outcomes of the conference were:

(i) Better understanding, improved management and administration of adult education programmes by the participants;

(ii) The development of strategies for making adult education programmes financially self-sufficient;

(iii) Review of adult education programmes, problems and constraints and identification of common ground for collaboration and co-operation;

(iv) Clarification of the concept "credit" or "non-credit" programmes in adult education;

(v) The development of strategies for collaboration and co-operation in the exchange of programme information, staff and student exchanges; use of external examiners, production of textbooks and other instructional materials among higher adult education institutions in SADCC countries;

(vi) Formulation of strategies for developing effective machinery or framework for the co-ordination and collaboration of programmes in adult education in Lesotho; and,

(vii) Proposals for the establishment of a committee within SADDC countries to foster co-operation and collaboration in the development of adult education programmes at diploma, degree or post-graduate levels.

IV. Agenda and Programme of Work

In pursuance of the objectives of the Conference, the agenda focused attention on country and institutional experiences of adult education programmes concentrating on history, admission requirements for students, curriculum, administration and financing of adult of education, and management. Following presentation of country experiences, the issues were given a detailed treatment in plenary groups and group discussions and recommendations were then made for implementation by various institutions of the subregion.

The actual agenda of the Conference was as follows:

1. Registration of participants
2. Official opening of Conference by the Honourable Minister of Education, Sports and Culture
3. Country and institutional presentation by institutions:
   (a) Institute of Extra-Mural Studies, National University of Lesotho
   (b) Centre of Continuing Education, University of Zambia
   (c) Institute of Adult Education, University of Zimbabwe
   (d) Institute of Adult Studies, University of Botswana
   (e) Division of Extra-Mural Studies, University of Swaziland
   (f) Lesotho Institute of Public Administration
   (g) Lesotho Institute of Cooperatives
   (h) Institute of Chartered Accounts, Lesotho
   (i) Institute of Development Management, Lesotho
   (j) Basutho Enterprise Development Corporation
   (k) Health Education Unit, Ministry of Health, Lesotho
4. Co-ordination and Development of Credit and non-Credit courses for adults in Lesotho
5. Regional Co-operation for the development of University qualification in adult education
6. Group discussions
   (i) The Co-ordination and Development of Adult Education and Training Programmes in Lesotho
   (ii) Regional/Subregional Cooperation on University Training and Research in Adult Education within SADCC countries

7. Consideration and adoption of conference recommendations

8. Official closing of Conference by the acting Vic-Chancellor of the National University of Lesotho.

The programme of work for the Conference was adopted as amended.

V. Opening of Conference

The meeting was called to order by the Director of the Institute of Extra-Mural Studies of the National University of Lesotho, Dr. A.M. Setsabi. In this introductory remarks, he thanked the Minister on behalf of the National University of Lesotho, the Acting Vice-Chancellor, Dr. A.M. Maruping, the staff of the Institute and the Conference delegates, for sparing his time to come and open the Conference. He said that the Conference could not have greater honour that the personal presence of the Minister to open it and to share with the delegates his vast experience and wealth of knowledge in public, political and educational affairs.

He wanted to thank the Government of His Majesty the King, through the Honourable Minister for the great importance attached to the development of adult education in the country as evidenced in the Government's commitment to development of IEMS and other adult education institutions. He also paid tribute to USAID for the financial support given to IEMS and to the Conference to ensure international participation. He was therefore pleased to announce that such support had enabled delegates from Botswana, Swaziland, Zambia, Zimbabwe and the United Nations Economic Commission for Africa's resource person to participate in the Conference.

He concluded by saying that he was privileged to introduce and call upon the Honourable Minister of Education, Sports and Culture to open the Conference.

The Conference was officially opened by the Honourable Minister of Education, Sports and Culture, Mr. J.R.L. Kotsokoane. In his opening remarks, the Minister gave a special word of welcome to the participants from outside Lesotho and said that the people and Government of Lesotho were highly honoured by their presence. He also expressed his thanks and gratitude to the United States Agency for International Development (USAID) for the financial support given to the Institute for Extra-Mural Studies and for financing the participation of non-Basuto participants. He also thanked the United Nations Economic Commission for Africa for making available one resource person for the Conference.

Referring to the purposes and the expected outcomes of the Conference, the Minister said that they reminded him of the 1968 General Conference of UNESCO which decided on a series of activities designed to promote the adoptation of standards of comparability and mutual recognition for higher education diplomas and degrees. Following the UNESCO Conference, a number of conventions sanctioning

the recognition and validity of degrees and diplomas conferred by higher education institutions were held to specify the prcedures for recognition of studies and various academic qualifications and to indicate ways and means of overcoming obstacles to the international mobility of studies, lecturers and researchers.

The Minister emphasized the fact that while the objectives of the Conference were very much in line with UNESCO Conference, participants should remember that academic diplomas, certificates and degrees are not an end in themselves, but only yardsticks of academic performance and potential. He said that what was important was to develop programmes relevant to the needs and aspirations of nationals in a given country. In this regard, he reminded participants that whether a given programme leads to certificates, diplomas, degrees or no credits at all, there was need to realign what was being taught with the needs and aspirations of the people and African countries for self-satisfaction, self-fulfilment, self-reliance and for employment.

In reference to co-operation and collaboration of credit programmes in adult education, and as a strong believer in the interdependence of world community, he said that there was urgent need for cooperation for the development of adult education programmes, sharing of information, and exchange of staff and studies. He said that during the twentieth century no country in the world could consider itself to be an island. The reality of interdependence and its concomitant implications demand more educational interchange of ideas, experience and information.

In this regard, the Minister concluded that there was need for continuous contact, consultations, co-operation and co-ordination in the field of adult education and for educational programmes that are relevant to African countries and enhance self-reliance in the region.

PART TWO

VI. Credit Programmes in Adult Education

In introducing the topic "Credit Programmes in Adult Education", the Director of the Institute of Extra-Mural Studies of the National University of Lesotho drew the attention of the participants to the objectives and expected outcomes of the conference. He informed them that the initial purpose of the Adult Education Conference was prompted by the adoption of the "Mbabane Programme of Action: The Response of the African Institutions of Higher Learning to Africa's Rapidly Deteriorating Economic and Social Conditions" by the Second Conference of Vice-Chancellors, Presidents and Recotrs of Institutions of Higher Learning in Africa, in Mbabane, Swaziland in February 1985. The Mbabane Programme of Action called upon institutions of higher learning, among other things to:

(a) harmonize approaches and priorities in education, training and research by creating a task force to review curricula, course offerings etc. on a sub-regional basis with a view to providing guidelines for undertaking reforms within each individual institution, due allowance being made of existing local conditions.

(b) explore the most efficient ways of sharing the limited resources available on the continent by making use of existing institutions particularly in areas of critical need on a regional and subregional basis and,

(c) support co-operation arrangements which have been concluded by African institutions of higher learning on a regional, sub-regional and bilateral basis.[1/]

The Director of IEMS pointed out that this Conference was therefore being held to explore ways and means for fostering co-operation and collaboration among higher education institutions and for the effective means of resources and information sharing and ensure a start in the implementation of the Mbabane Programme of Action.

In amplifying the primary purpose of the Conference, it was pointed out that the sharing of experiences in the development and execution of adult education programmes, should be followed by the formulation of strategies for fostering co-operation and collaboration in adult education programmes. Such co-operation and collaboration and at national level coordination, was more important in SADCC countries as a means and possibility of extending the current certificate and diploma adult education programmes into degree programmes through exchange of students from universities which currently offer only certificate and diploma programmes to universities with degree programmes in adult education.

In the discussion that followed this introduction, the Conference came up with three main categories of Credit Programmes in Adult Education viz:

(i) Those programmes providing education and training to adults outside the formal system which do not lead to any value added paper qualifications but provide the client with functional knowledge and skills for productive work, self-employment, self-satisfaction and fulfilment;

(ii) Programmes providing education and training to adults outside the formal system leading to academic qualification in a variety of subjects, including adult education itself as a field of study. This being provided as an alternative for them and as a form of second chance education intended to have the same results in both paper qualifications and the attendant remunerations as formal education, at secondary or tertiary levels;

1/ ECA/AAU: Second Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, Mbabane, Swaziland, 18-22 February 1985, E/ECA/CM 11/47 Annex II page 4.

(iii) deliberate provision of education to both the youth and adults within the formal system and very often using the same facilities as the formal system to enhance the clients' educational attainment. This is often undertaken in the form of evening or night classes.

The Conference on Credit Programme in Adult Education was more concerned with the first two categories and did not address itself to the third aspect.

In discussing the issues relating to the first category, i.e. programme in adult education which do not lead to value added paper qualification or to below university paper qualifications (mostly certificates) the conference focused attention on the national experiences of Lesotho. The Conference noted that Lesotho had nineteen plus institutions offering programmes for adult learners. An account of the experiences of some of these institutions in adult edcuation is given in section A of this Part Two.

In discussing the second category of credit programmes in adult edcuation which lead to paper qualifications, the conference focused attention on adult education programmes undertaken in higher institutions in SADCC countries in which also adult education itself is a field of study. Emphasis was placed on credit programmes that are amenable to co-operation and collaboration in the exchange of programmes that are amenable to co-operation and collaboration in the exchange of students, staff, instructional materials and information. The Conference was given a full and detailed account of such credit programmes in adult education in five universities in SADCC countries viz. Botswana, Lesotho, Swaziland, Zambia and Zimbabwe. A brief account of the activities and experiences of each of the five universities is given in Section B. of this part of the report.

A. Credit and Non-Credit Programme in Adult Education at non-University Level

As a practical measure, attention was focused on credit and non-credit programmes in Lesotho that fall outside the ambit of the National University of Lesotho. These are programmes that cater for non-university level type of personnel or middle level personnel. They operate mostly below university level education and training.

In this regard, institutional experiences on the development and operation of such credit programmes were given by the following institutions:

(i) Lesotho Institute of Public Administration

(ii) Lesotho Institute of Chartered Accountants, and the Centre for Accounting Studies

(iii) Institute of Development Management

(iv) Basotho Enterprises Development Coroporation (BEDCO)

(v) The Health Education Unit of the Ministry of Health

1. Lesotho Institute of Public Administration (LIPA)

In introducing the activities of LIPA a representative of the Institute said that the name of the Institute had changed from the Civil Service Training Centre to the present name of LIPA. The change of name also involved expanding the clientele from the Civil Servants only to parastatal employees and other non-government employees.

LIPA offered a diploma credit programme in Public Administration - which was started two years ago in collaboration with the Faculty of Social Sciences of the National University of Lesotho through the Department of Political and Administrative Studies.

The programme admits candidates who must meet the following criteria:

(i) being 'serving officers' of the government of Lesotho or employees of its parastatals and private sectors;

(ii) holders of Cambridge Overseas School Certificates or its equivalent plus 2 or more years experience at administrative or managerial level;

(iii) holders of Junior Certificates plus 5 or more years experience at administrative or managerial level;

(iv) those with minimum academic qualifications and experience, but with great potential for advancement to administrative and managerial positions.

There is a selection committee which screens the credentials of applicants for the Diploma in Public Administration (DPA).

The DPA programme is designed for middle range in-service administrators and managers of those who need to imporve their academic and professional proficiency in the area of public administration and management. The aims of the programme are:

(i) to broaden the backgrounds of participants in the fields relevant to public private organization operations and policy making ;

(ii) to increase the participants' intellectual and practical capabilities to apply such knowledge;

(iii) to develop administrative and managerial skills by learning and extending current problem-solving techniques;

The DPA has been a twelve-months programme, though it has been extended to 15 months as from 1985. It consists of six core-courses, two compulsory courses, four elective courses of which students are required to choose two, and practical research projects. The core-courses include social and political structure of Lesotho, Organization, Theory and Practice, Management Techniques and Human Resources Management, Elements of Economics, Elements of Statistics and Administration and Management of Rural Development. The compulsory courses are Management of Financial and Material Resources and the Managerial and Action Resources; Political, Governmental and Legal Foundations of Development; Project Planning Management and Evaluation techniques and Methods and Public Enterprises.

The programme is heavily subsidized by the Lesotho Government and as such the participants only pay M5.00 for application and registration purposes and M10.00 per month.

2. The Lesotho Institute of Accountants and the Centre for Accounting Studies

Through the use of the Centre's prospectus, the presenter described both the Lesotho Institute of Chartered Accountants and the Centre for Accounting Studies. The Institute is said to have been established in 1977 by a parliamentary Act specifically for the purpose of a regulating and promoting the practice of the profession of accountancy in Lesotho. Among other things, the Act states that no person may practice or hold himself as an accountant in Lesotho, unless the is registered as a member of the said Institute. Registering as a member of the Institute requires a candidate to pass the Institute's examinations and should have relevant practical experience. The Institute classifies accounting profession into three categories of Licensed Accountant, Registered Accountant and Public Accountant.

To this end, the Centre for Accounting Studies was established in 1979 as a teaching wing of the Institute by agreement between theGovernments of Lesotho and Ireland. The teaching is done on part-time basis by correspondence and supplemented by full-time block sessions of two weeks duration three times a year on each programme. The licensed Accountant programme takes 2 years to complete, Registered Accountant - a further 2 years and the Public Accountant a further 1½ years.

The student progress is monitored throughout the programme by means of continuous assessment through homework assignments, class assignments and block release tests. Cumulative quarterly reports are computed and issued to students and their employers adivising of students performance and attendance. This is meant to identify students problems at an early stage and accordingly corrective action is taken to ensure success in the year and examinations.

The Centre has some relations with some local training institutions whose programmes are more or less similar to the Centre's. It is also continuously trying to forge relations with other institutions to review and determine the appropriate exemptions which may be granted to their students joining the Centre.

The Institute's fees range from M350.00 for a Licensed Accountant to M400.00 for a Registered or Public Accountant Programmes.

Over the years student enrolment in the Centre has grown from only 18 in 1980 to 150 in 1985.

3. Institute of Development Management (IDM)

A representative of the Institute said that the Institute of Development Management (IDM) was established in 1974 by three countries of Botswana, Lesotho and Swaziland to assist them in the training needs of mic-dareer executives and senior managers and administrators in all sectors of the three countries. IDM also maintains a management resource centre and undertakes management consultancies and related research to assist management within the region to improve the performance of their organizations.

He said in effect, IDM programmes and courses are open to nationals other than those from Botswana, Lesotho and Swaziland as long as places are available. Participants who have regularly attended a course of at least two weeks duration or less receive a certificate of attendance, and those courses lasting more than two weeks end in a certification of completion upon taking a test and achieving a satisfactory grade.

IDM's main programme of activities are in accounting and finance in which participants do get certificate in finance and management or a certificate in Business Mathematics for Managers, customer relations and public relations; in educational administration; in electronic data processing; and health services management; and in public administration with greater emphasis on local government. Management itself has many aspects of training covered under it, ranging from personnel, office, records, purchasing, project, retail to marketing management, to name but a few. Performance appraisal, job evaluation, job descriptions, interview techniques and manpower planning are also covered under management.

The IDM representative said that in 1985, a Certificate in Management was held at the main campus in Gaborone from 15 April to 14 June Part I, and from 24 June to 23 August Part II. An Advanced Certificate in Management was held from 14 October to 22 November 1985. The Advanced Certificate focused attention on budgeting, financial planning and control; an introduction to computors as a management tool; conflict management and organizational development; industrial relations and on management and productivity.

Those who participated in this advanced programme were required to obtain an overall pass mark of 60% to qualify for a certificate of completion.

4. Basotho Enterprises Development Corporation (BEDCO)

A representative of BEDCO said that the development of small scale enterprises began in 1975 when the Government of His Majesty the King decided to establish the Basotho Enterprises Development Corporation so as to support and promote indigenous enterprises with emphasis on the development of local entrepreneurial skills.

To this effect therefore, BEDCO developed a training unit whose primary responsibility was to design need-oriented programmes geared towards the upgrading of skills and knowledge in business management. To ensure optimal utilization of resources, BEDCO has also developed strong links with other training institutions and when need arises, expertise outside BEDCO is sought and utilized.

BEDCO's entrepreneurial training and development activities cover the following areas:

(i) Management and Accounting Programmes which cover induction courses to meet the needs of new entrepreneurs; effective supervision and its impact on productivity; training within industry to help participants improve and maintain good human relations at work; communication and motivation; retail management, marketing and salesmanship; and book-keeping and accounting;

(ii) On the job-training which takes place right where entrepreneurs live and work;

(iii) Special seminars conducted upon requests by clients; or those specially conducted to respond to a training need;

(iv) Technical training programmes cover school uniforms pattern design; textile technology and knitting programmes.

The representative of BEDCO concluded by saying that the Corporation had gained wide experience in training adults particularly in Business Education over the last seven years. Most of its staff were men and women who had gained wide experience in dealing with problems of small entrepreneurship or small scale industries. He emphasized the point that BEDCO Training Programmes are specially designed and conducted to meet the needs of nationals of Lesotho i.e. the small scale Basotho entrepreneurs.

5. Health Education Unit

A representative of the Ministry of Health, Lesotho, informed the participants of the Ministry's involvement in health education under the banner of good health for all in Lesotho. This training programme was designed for village health workers engaged in the Rural Health Development Project in Lesotho.

This project financed by USAID and UNICEF aimed at achieving the goal of "health for all by the year 2000". The training programme of the project focused attention on the following aspects of health: good health; health problems; helping people to care for their own bodies; the village health worker and his needs; and the village health worker training. In this last regard, the training of the village worker concentrated on child care and nutrition; how to keep water clean, health , pregnancy; child spacing; first aid; veneral diseases and keeping villages clean.

One of the primary considerations for the health worker, was that the person himself/herself must be in good health and with a high sense of responsiblity and devotion to duty.

B. Credit Programmes in Adult Education at Third Level Institutions

During the Conference, five presentations were made regarding credit programmes in adult education in SADCC countries. Four of the presentations were from:

(a) The Institute of Adult Education, University of Botswana;

(b) The Institute of Extra-Mural Studies, National University of Lesotho;

(c) The Division of Extra-Mural Services, University of Swaziland; and,

(c) The Centre for Continuing Education, University of Zambia. All focused attention on certificates and diplomas awarded by the respective institutions in adult education.

The fifth contribution came from theDepartment of Adult Education, University of Zimbabwe, which in addition to offering diplomas in adult education, also offers bachelors and masters degrees in adult education. Representatives of these institutions gave a brief account of their credit programmes in adult education as follows:

1. The Institute of Adult Education, University of Botswana

A representative of the Institute of Adult Education (IAE) said that IAE is an extension arm of the University of Botswana primarily concerned, with extending the University's resources beyond the main campus in Gaborone and designed to develop the University's contribution to adult education in the country.

To this end, he said that the IAE works closely with the other Departments of the University, Government Ministries and private and voluntary agencies.

He said that IAE functions range from University extension services by organizing courses, seminars and meetings designed to give the public access to learning opportunities provided by the university. Some of the courses are part-time study programmes that lead to university qualifications. A second aspect is the training in adult education through the provision of courses so as to develop the knowledge and improve skills of professional groups and individuals engaged in various forms of adult education. A third function is experimentation, research and evaluation in which the programmes focus is designed to test new ideas and methods in adult education and to ensure that the findings are widely circulated for possible use. Finally, the Institute has been involved in fostering inter-agency co-operation within the country and co-operation with other institutions in the region.

At present, the Institute offers two types of credit programmes in adult education viz: the Certificate in Adult Education and the Diploma in Adult Education of the University of Botswana. The Certificate in Adult Education is a part-time two year programme of academic study combined with assignments relating to the students' work experience. The Course is designed to provide basic training in adult education to people who already have the experience in work which has an adult education component. It employs distance teaching techniques combined with fact to fact tuition with correspondence study. At the end of the two years, successful students are awarded the "Certificate in Adult Education of the University of Botswana."

The Diploma in Adult Education, unlike the Certificate Course is a full time two year programme of academic study and practical work intended for people who already have some experience in work which has an adult education component such as extension work; rural and urban development programmes; literacy programmes; district administration and other activities associated with non-formal education.

The representative of the Institute pointed out that the Diploma course requires a person to take a field project of at least ten weeks apart from the final examinations before a person can be awarded a Diploma in Adult Education of the University of Botswana. Entry to the course requires one to have a good ordinary level pass or a third class of the Cambridge Overseas School Certificate plus the relevant experience; or a Certificate in Adult Educate of the University of Botswana passed with credit.

The representative of the Institute also informed the Conference that the Institute was going to start offering degree programmes in adult education as from 1987. This development would greatly enhance the Institute's efforts in regional and subregional co-operation.

2. The Institute of Extra-Mural Studies of the National University of Lesotho (IEMS)

A representative of IEMS said that the general aim of the Institute is to extend University Services to the adult population of Lesotho for promoting socio-economic development and improving community life. However the specific goals of the Institute are very much in line with the Government's overall educationl objectives which are started as follows:

(a) train national manpower for managerial positions in the upper and middle levels of the public and private sectors;

(b) provide education and training to Basotho to ensure the localization of key posts in the country and,

(c) provide educational opportunities for the professional advancement and self improvement of Basotho.

In pursuance of these objectives, the representatives of IEMS said that the Institute had offered four credit programmes in adult education viz:

(i) A Diploma in Adult Education;

(ii) A part-time B.A. Course Degree in humanities, law or social sciences;

(iii) A certificate/Diploma in Business Studies;

(iv) Certificate/Diploma in Labour Studies.

The representative of IEMS said that the Diploma in Adult Education was a relatively new programme offering part-time studies to clients from Governments Ministries engaged in adult/extension education i.e. those in engaged in agriculture, health, education, commerce, cooperatives, rural development and justice (law and order) activities. The programme which is oriented towards the needs of adult learner, utilizes the existing resources of the National University of Lesotho and financially assisted by USAID.

Most clients of the programme were holders of a certificate in agriculture nursing, nutrition, social work, social development, community development, or similar fields deemed necessary by the University Admissions Committee.

The Diploma in Adult Education takes three years of part-time study covering a number of subjects with the final year focusing attention on community development and extension work and a project in adult education.

The representative said that the award of this Diploma with distinction, credit or pass does not carry with it the right for the student to pursue a degree programme. This has tended to deter many aspiring students to pursue the diploma.

As regards the part-time degree programme either in social science, law, commerce or humanities, it was pointed out that the programme was a six year part-time course. The requirements for this were the same, as far students on full time courses. This programme, however, had some problems and was therefore temporarily suspended pending reorganization and redesign of the programme. This had been undertaken through the services of an advisor sponsored by the USAID and was therefore expected to become operational again in due course.

The IEMS representative also pointed that the Diploma in Business Studies was to provide programmes for working adults in accounting and commerce so as to meet the needs of business and government enterprises. She said that the Business Studies Programme could be pursued either as a two-year part-time programme leading to a certificate award in accounting, economics and quantitative methods or a two-year part-time advanced diploma in management or business law. The difference between the two programmes was on admission requirements and the levels at which

the courses were offered. The Diploma was more rigorious and needed a higher entry qualification. This programme in Business Studies was perhaps the most popular programme given by IEMS as it had registered some 206 students in 1983/84 academic year.

Finally the Institute offered the Certificate and Diploma in Labour Studies in collaboration with the Institute of Labour Studies. The focus of the programme has been on labour relations including the legal, sociological, historical, political and economic aspects of migrant workers.

Both the Certificate and the Diploma are two-year part-time study programmes. A student with a good grade at the end of the diploma course may be recommended for entry into the University to pursue a degree course.

The representative pointed out that IEMS was having high drop-out rates in the Labour Studies programme so that the programme was going to be suspended in 1985-1986 academic programme. She concluded by saying that IEMS was eager to learn from other institutions what steps had been taken to reduce drop-outs in their programmes.

3. The Division of Extra-Mural Services (DEMS) of the University of Swaziland

A representative of the Division of Extra-Mural Services (DEMS) of the University of Swaziland said that DEMS is part of the Department of Education. Its primary function is to extend the University programmes to adult population of Swaziland with a view to meeting the country's shortage of middle level technical and managerial manpower.

Since 1977, DEMS has been offering diploma programmes in Adult Education and Business Studies; Certificate programmes in Accounting, Business Studies, and Statistics, and offering courses designed to help students to upgrade and pass the Cambridge/London Overseas School Certificate examinations in order for them to satisfy the entrance requirements of training institutions.

As regards credit programmes in adult education, DEMS offers the Diploma in Adult Education, the Certificate in Accounting and Business Studies and a Diploma in Accounting and Business Studies.

The Diploma in Adult Education is intended for adult employed by the public and private sectors and non-governmental organizations. Prospective candidates are required to have a minimum of two years working experience and should be holders of third class pass in Cambiridge Oversea School Certificate or its equivalent. The programme is done on a part-time basis for two years including a two-week residential block session in each semester. Among the subjects studied are adult psychology, philosophy of adult education, communication skills research and evaluation learning theories etc.

The representative said that DEMS offers also theCertificate in Accounting and Business Studies which is a two year part-time programme for junior staff in accounting and business. The programme is conducted through evening classes concerntrating mainly on accounting, mathematics, communication skills and economics. Candidates must have a minimum of the Junior Certificate.

In addition, DEMS also offers a Diploma in Accounting and Business Studies which is a three year programme done through evening classes and catering mainly for the urban dwellers of Mbabane and Manzini. A credit pass in the Certificate Programme qualifies one for registration in theDiploma Programme or one can register for the diploma provided he/she has ordinary level passes or the Cambridge Oversea School Certificate.

The representative of DEMS concluded by saying that these programmes are administered through study Centre Co-ordinators who are part-time employees and manage the centres for three hours an evening. They are not resident tutors. Co-ordinators are supervised by DEMS staff.

4. Centre for Continuing Education, University of Zambia

The representative of the Centre for Continuing Education (CCE) of the University of Zambia, said that the CCE was established in 1975 to be responsible for two main functions: (i) teaching and research in the field of adult education and (ii) participating directly in the national adult education programmes. He said that the Centre carries these functions through its programmes in each of the four departments:

(i) the Department of Adult Education

(ii) the Department for Correspondence Studies

(iii) the Department of Extension Studies and Conferences and

(iv) the Department of Mass Communication.

Through these Departments, the centre aims at creating a more effective machinery that would enable the University of Zambia to harness its own collective potential to assist creating and influencing change within the context of national aspirations. It further aims at providing learning opportunities to individuals in society so as to actively participate in national development. The Centre also helps to identify areas of research for which there is need and to ensure that the results of research are disseminated to the community at large.

The Centre offers the following credit programmes in adult education:

(a) Certificate in adult education offered by the Department of Adult Education and lasts for year

(b) Diploma in Adult Education as a second year advanced programme for adult educators offered by the Department of Adult Education. It is a one year full time course of study or two years by correspondence.

The Department of Adult Education also offers non-credit programmes in the form of seminars and short-training courses in adult education.

Other credit programmes offered by theCentre are the B.A. degree in Mass Communication. The Department of Mass Communication is responsible for this four year degree course. The Department works closely with the School of Humanities and Social Sciences of the University.

The Department of Correspondence Studies is responsible for the organization and administration of all studies by correspondence although actual tuition is given by members of the academic staff of the various schools. At present degrees by correspondence are offered in the humanities and social sciences leading to B.A. in the humanities and social sciences subjects; or a B.A. degree with Education awarded by the School of Education. Other faculties are not as yet offering degrees by correspondence.

The Department of Extension and Conferences offers non-credit programmes by organizing conferences, seminars, workshops, residential courses, and public lectures.

The representative of the Centre concluded by saying that he hoped the Conference would come up with strategies for co-operation in the development of degree programmes in adult education as his Centre was not yet offering degree courses in adult education.

5. The Department of Adult Education in the University of Zimbabwe

A representative of the Department said that the University of Zimbabwe has since 1961 been instrumental in offering credit courses at varying levels in adult education, through what was started as the Institute of Education and operating as the Department of Adult Education within the Faculty of Education. He said that the Department was concerned with the preparation of adult educators, through both credit and non-credit programmes for a variety of leadership roles in rural and urban development programmes for meeting the various needs of Zimbabwean society.

At present the Department offers five credit programmes in adult education, viz:

(a) Diploma in Adult Education

(b) Diploma in Health Education

(c) Diploma in Nursing Education

(d) Bachelor's Degree in Adult Education

(e) Masters in Adult Education (M.Ad.Ed.)

The Diploma in Adult Education is geared towards meeting the needs of persons working at the grass root level in the field of adult education. It is therefore a post-experience course and forms part A of the Bachelor's programme in adult education.

The Diploma in Nursing and Health Education is offered to health and nursing educators who are considered as adult educators. This is so because health and nursing education are considered as special fields in adult education.

The Bachelors programme requires that a candidate should have a diploma in adult education so as to make indepth study of a particular area of adult education in which the student would like to specialize. The programme takes two years and a student takes two courses per year and should complete a field project before graduating. The programme makes comparative adult education a compulsory subject.

Those candidates wishing to proceed to the Masters programme must normally have had a minimum of two years experience in adult education and should currently be engaged in the field of adult education, and must have a first degree and the diploma in adult education of the University of Zimbabwe, or other recognized universities.

The representative concluded by saying that these credit programmes were not without problems. Among such problems were the shortage of textbooks relevant to the needs of the students. Students have to supplement the limited resources available by making use of public and other libraries available in the country. Another problem is that of materials written for distance education purposes which are not tested for suitability and appropriateness until students come for a residential period during which they will have already spent so much time on them such that a change of the material may be difficult. A final problem highlighted was that of follow-up and feedback of the impact of the credit programmes. Little has been done in this respect. It is hoped that this will be done in the near future to ensure the effectiveness of the programme.

PART THREE

VII. General discussions

Following the various presentations by the institutions' representatives, Conference had detailed discussions on some of the issues raised in respect of Credit Programme in adult education. In the first place, the Conference listed as many problems and issues of concern in adult education as was possible; and then tried to map out possible solutions and where necessary made recommendations. Among the issues discussed were:

(i) the tasks for an adult educator

(ii) the definition of credit programmes in adult education

(iii) co-ordination and development of adult education and training programmes at national level

(iv) sub-regional/regional co-operation on university training and research in adult education

(v) staff and student exchange in adult education

(vi) use of external examiners to strengthen adult education programmes

(vii) resources sharing and the development of text books in adult education

(iv) training in adult education

1. Tasks of an adult educator

The Conference felt that the tasks of an adult educator are many and varied. These include teaching, organizing programmes, undertaking research and evaluation; mobilizing the community for development activities, disseminating information; identifying training needs of the community and managing organizations so that adults are exposed to educational opportunities. To do this an adult educator needs to be equipped with the necessary knowledge and technical know-how in adult teaching methodologies, communication skills; research techniques, administrative and management skills and procedures.

All these, however can be of less use to the adult educator unless he/she is fully aware and conversant with the social, political, cultural, economic and educational mileau within which he/she is working. The Conference felt therefore, that whatever training is undertaken, be it at certificate, diploma or degree level, it should take into account some if not all of these issues and develop the necessary competencies and skills for effective execution of adult education programmes. To this effect therefore the training of adult educators must of necessity include a study of the foundations of philosophy, psychology, sociology, communication skills, learning theories of adults; and a combination of theory and practice.

The conference greatly stressed the need for educating and adults engaged in the various aspects of adult education so that they could play their roles better and contribute more effectively to the development of adult education both as a practice and as a field of study.

2. Credit Programmes in Adult Education

The Conference classified programmes in adult education as being of two types - credit programmes and non-credit programmes. Many of the institutions represented at the conference offered both credit and non-credit programmes e.g. seminar, workshops, conferences in-service training programmes were being offered by institutions and these were not so much the attention of the Conference.

The Conference specifically considered credit programmes in adult education as:

(a) the provision of courses to adults leading to qualifications of university or non-university standard in a variety of academic subjects such as business studies, public administration, accountancy and labour studies;

(b) the provision of education and training to adult personnel in which adult education itself is taken as a field of study leading to university qualifications at diploma, degree or masters levels.

These two definitions, helped to clarify the complexity of the issues which the Conference discussed. It was pointed out that the second definition was more amenable to sub-regional and regional co-operation in the exchange of staff, students and instructional materials.

3. Aims and Objectives

Most of the participants felt that the aims and objectives of adult education institutions, especially at third level institutions, were to create an effective machinery or framework which would enable national universities through the respective institutions to assist and influence change within the aspirations of national development.

A second objective was that of providing learning opportunities or second chance to individuals with the knowledge and skills to enable such adult individuals participate more effectively in the process of national development. Thirdly such adult institutions were assisting in the development and co-ordination of national resources for adult or continuing education. This was considered as a very important matter as resources earmarked to education as a whole were not enough to cater for the educational needs of everyone in the country. Thus the role played by such adult education institutions was crucial in the co-ordination of national educational resources. Finally adult education institutions help to identify fields and areas of research for which there is urgent need in the country for some solution to a problem and ensure that research results do reach the community.

These aims/objectives, it was pointed out do affect the development and implementation of adult education programmes. What was needed therefore was a clear definition of programme and institutional aims and objectives in adult education.

4. Coordination and development of adult education and training programmes at national levels

The conference felt that there was a lot of duplication at national level by the many institutions, public, private or agency sponsored, engaged in the education and training of adults. This duplication led to a lot of waste in resource utilization and often times caused unnecessary animosity at national level.

The Conference therefore agreed and recommended that there was need to establish a framework or machinery at national level responsible for the coordination of adult education programme. Such a machinery could be in the form of a board or national committee established by an act of parliament. Efforts at national level should be made to ensure that a national coordinating body/committee exists for the effective development of adult education.

5. Sub-regional/regional co-operation on university training and research in adult education

The Conference felt that arising out of the presentations from the five countries represented, there was ample evidence to show that the university institutions in the region were offering a variety of credit programmes in adult education ranging from certificates to masters degree in adult education. The Conference felt however, that resources, in the region both human and financial, were very scarce, and hence there was need for developing a framework for the sharing of information, human and material resources, and for sharing research findings and experiences.

To this end therefore, the Conference recommended the establishment of a sub-regional committee for SADCC countries which would facilitate the cooperation and collaboration of programme activities within the framework provided by the Mbabane Programme of Action of theSecond Conference of Vice-Chancellors, Presidents and Recotrs of Institutions of Higher Learning in Africa.

6. Staff and student exchange

The Conference noted the variety of courses and programmes offered by the institutions in the subregion in the field of adult education; and that these were at different levels. To maximize resources and benefit from the experience of others, the Conference felt that universities of the subregion should as much as possible encourage staff exchange in adult education as was the case in other fields and programmes, and that there should be student exchange especially for degree and post-graduate courses in adult education. Most of the countries could not run masters programmes in adult education, with the limited resources they had without making such programmes uneconomical.

The need for staff and student exchange was therefore strongly endorsed.

7. Use of External Examiners in Adult Education

It was the feeling of the participants that since third level credit institutions in adult education were an integral part or an extension arm of the university in each of the countries represented, they should be subjected to the same practice of programme review and evaluation as other departments of the university.

Besides, those engaged in teaching and research in adult education were bona-fide staff members of the university and having undergone the same recruitmentprocedures as other faculty members. Their programmes and courses therefore should be subjected to external examining especially if they operate at degree level. External examining in adult education would strengthen adult education courses and foster comparability of programmes between and among institutions in the region.

The Conference therefore recommended that universities in the sub-region should endeavour to utilize external examiners in adult education credit programmes at degree level as was the practice in other fields of study. This would ensure a certain measure of quality in adult education.

8. Resources sharing including textbooks

The Conference in its discussion expressed the view that SADCC countries were offering a variety of courses which had a lot in common and that institutions could learn a lot from each other. In order to strengthen training and research activities in adult education and optimize the use of scarce resources, the Conference expressed the view that a framework for sharing of information, staff and instructional materials should be developed.

The sharing of resources should not just be confined to instructional materials including textbooks, but to staff as well. The Conference also felt that many of the institutions had developed and accumulated enought information which could be used for text-book write-up. Such information needed sharing and that the development of text books and other instructional materials called for joint efforts by SADCC institutions engaged in adult education.

The Conference therefore recommended the establishment of a sub-regional committee and that one of the functions of the proposed regional/sub-regional committee should be to facilitate information sharing and promote thepublication of instructional materials.

9. Training in adult education

During the Conference, a point was made that while greater emphasis was being placed on credit programmes in adult education, it was also necessary to give training on the basis of national and communities' needs special courses, seminars and workshops aimed at developing the knowledge and improving the skills of individuals engaged in adult education.

While initial training is very important for preparing a person for a task, revision and changes in any programme call for continuous upgrading of knowledge and skills to keep abreast with the changing times.

In adult education, training, retraining and even on-the-job training are very important since yesterday's adults are different from to-day's; and to-day's adults different from to-morrows. As methodologies for teaching adults change the need for training adult educators becomes more pressing. The Conference felt that the provision of education to adults by adult educators calls for professional competence and special skills which can be developed through training. Adult education should be considered as a specialized field of study the development of which demands expertise and professionalism in the field. To this end therefore, adult educators should be trained and equipped with necessary skills and competnecies for effective execution of adult education programmes.

PART FOUR

VIII Group discussions

Following the general discussions, the Conferecne broke into two groups so as to have detailed discussions on issues considered most pertinent by the Conference. The purpose of the groups was to make recommendations for adoption by the Conference for improving local and regional credit programmes in adult education.

Group one considered the issues related to the "Co-ordination and Development of Adult Training and Education programmes in Lesotho". On the other hand, Group two considered the "establishment of a committee for Regional Co-operation on University Training and Research in Adult Education within SADCC countries." The outcome of these two groups follows hereunder.

Group 1

A. The Co-ordination and Development of Adult Training and Education Programmes in Lesotho

1. Introduction:

The participants of this group addressed themselves to current inadequacies, problems and corrective measures to be effected in order to overcome apparent short-comings in Lesotho's adult training and educational endeavours.

2. Inadequacies and Problems in Adult Education and Training in Lesotho are as follows:

The group felt that the duplication of efforts in training and education of adults by several institutions established by individuals Lesotho government ministries, results in waste of resources. The failure of ministries to consult each other with regard to programmes already offered, results not only in duplication but also in poor quality training and education services, rendered to adults.

It was also felt that there is a lot of ineffective utilization of human resources in Adult Training and education national efforts, which results in wastage of scarce resources.

Further the lack of adequately qualified clientele (potential participants) for admission into adult training and education programmes was causing concern to many adult educators.

3. Strategies

It was agreed that to overcome problems and failures in adult training and education efforts, the Director of IEMS is to present the following strategies and possible solutions to the Honourable Minister of Education, Sports and Culture:-

(a) The Ministry of Education should establish a coordinating body for adult training and education in order to eliminate duplication of efforts.

(b) The Ministry should explore avenues for strengthening and developing the existing Lesotho Association for Non-Formal Education.

(c) IEMS should introduce an inventory of human resources, training facilities, and materials in all training institutions and avail the said, in all institutions in order to ensure optimal use of resources.

(d) The Coordinating Body in (a) above should be informed of expatriate personnel from Cabinet Personnel in order to engage them as resource persons in adult education programmes.

(e) The Minister should designate an organization to be solely responsible for upgrading potential adult learners i.e., third class pass matriculants.

4. Policies to be introduced in Adult Training and Education

(a) The need for present and establishment of future credit programmes should be approved by the coordinating body.

(b) The coordinating body should ensure uniformity in admission requirements in adult training and education programmes.

(c) External examiners should be engaged from any country in the SADCC region for university credit programmes.

5. Text-Book production and exchange of information

(a) Identify suitable adult education books which are available on the market.

(b) Commission the writing of relevant books in adult education and the production of teaching aids.

(c) The establishment of a newsletter, organization of seminars and workshops in order to exchange information on adult education.

6. Finance

(a) A study into the amount of money available and sources of such funds for financing adult education should be commissioned. In consultation with the National Manpower Development Secretariat the committee should decide on how funds should be utilized for adult education.

(b) A survey should be conducted on the ability of adult education programmes clientele to pay tuition fees.

7. The need for follow-up action

(a) The director of IEMS should convene a meeting of bodies involved in adult education to report on his mission to the Minister of Education.

(b) In the interim an adult education committee should be elected to ensure that the recommendation of the conference are implemented.

Group 2

B. Committee for Regional Cooperation on University Training and Research in Adult Education within SADCC

1. Introduction

The participants of Group 2 at the Conference on Credit Programmes in Adult Education identified the need for increased cooperation within the SADCC region on university training and research in Adult Education. It recognized that institutions of higher education in the region are offering a variety of aualifications in adult education from certificate to Masters level and hence adult education is emerging as a significant academic discipline and field of research. In order to strengthen these training and research activities and optimize the use of scarce resources, it is necessary to develop a forum for the sharing of information and the analysis of experience on a regional basis.

The Group therefore recommended the establishment of a committee that can facilitate regional cooperation and collaboration within the framework provided by the Vice-Chancellors of the Association of African Universities and the Southern Africa Development Coordination Conference.

2. Committee Membership

It is recommended that the Committee be comprised of heads of the departments concerned with training courses for adult education personnel at the institutions of higher education in the nine SADCC member States, and of relevant officials of the three recognized liberation movements. It is proposed that the Interim Chairperson of the committee be the Director of the Division of Extra-Mural Services of the University of Swaziland.

3. Committee Functions

The general aim of the committee shall be to promote cooperation within SADCC on university training and research in adult education. Among the specific functions of the committee shall be the following:

- To exchange information and share experience on adult education training and research;
- To provide a forum for consultation on the nature of national training programmes and their regional inter-relationship;
- To enable cooperation on curriculum development and on the production of educational materials relevant to the needs of Southern Africa;
- To encourage discussion of approaches to student assessment and programme evaluation;
- To investigate solutions to the problems of human and financial resource constraints;
- To promote research and publication related to adult education in the region;
- To facilitate staff and student exchange amongst member institutions;
- To organize regional seminars on issues of training programme development and of research;
- To brief the Vice-Chancellors of the region on matters appropriate to the development of policies for adult education training and research within the Association of African Universities.

4. Implementation

The Group felt that the strategy for implementation should be as follows:

(a) Formal support should be sought from theVice-Chancellors of the universities of the SADCC member States and from the relevant officials of the liberation movements.

(b) The Interim Chairperson of the Committee, on receiving declarations of support for the proposal, should seek donor funds for an initial meeting.

(c) The Interim Chairperson, on receiving funds, should organize in Swaziland at the earliest convenient time the inaugural meeting of the Committee to discuss the following agenda:

(i) Terms of Reference

(ii) Plan of Action

PART FIVE

IX. Conclusions and Recommendations

The Conference having shared the experiences in the establishment, development and execution of credit programmes in adult education and learned from each others problems and prospects in offering such credit programmes condluded that there was need within SADCC countries for cooperation and collaboration amongst institutions of adult learning. The participants felt that at present there was little sharing of thelimited human, financial and material resources among sister institutions engaged in adult education; and that at national level, there was a lot of duplication of efforts and ineffective utilization of resources.

While it became evident that institutions in the subregion were offering similar credit programmes, they were not all being offered at the same level as their levels ranged from a certificate to a masters in adult education. Lack of resources, and in some cases, the non-availability of well qualified candidates made it difficult for some of the certificate/diploma courses to be extended into degree programmes. In this regard, there was need for a pulling together of the limited resources through a staff and student exchange programme operated on a bilateral basis between institutions in the subregion.

The Conference also felt that over the years, many of the institutions had accumulated and assembled enough instructional materials and information which could be used for the development and production of textbooks in adult education for use in the subregion. To effect this, a sub-committee should be set up to examine ways and means for the development and production of text books.

It was also the feeling of the Conference that at national level, there was a lot of duplication of efforts in adult education. In this regard it was necessary for Governments to set up a coordinating machinery through an act of parliament for the coordination of adult education programmes.

In highlighting these conclusions, the conference made the following recommendations:

A. At National Level

(1) The Ministry of Education should take steps to establish a co-ordinating body through an Act of Parliament for adult education and training in order to eliminate the prevailing duplication of efforts in the development and execution of adult education programmes;

(2) That upon the establishment of such a coordinating body, a review should be made of current adult education programmes and proposals made for the effective utilization of resources;

(3) The coordinating body, through the services of a sub-committee should examine ways and means of upgrading the knowledge and skills of adult educators as a way of fostering and encouraging career development in the field of adult education. Efforts should be made to upgrade the qualifications of potential adult learners so that they are available for training, (e.g. third class pass matriculants); and upgrading certificate/diploma adult educators to degree level;

(4) That the proposed coordinating body should appoint a sub-committee responsible for identifying suitable adult education information and instructional materials available in various institutions for the production of text-books and other teaching materials;

(5) The Ministry of Education should make a review of financing adult education at national level and propose measures as regards to the effective utilization of resources;

(6) That national universities should not just see adult education programmes as an extension arm of the University but as one of the key and priority services the university should provide to the community and national development. Every effort should be made to accord priority to adult education matched with the provision of resources.

B. At Subregional/Regional Level

As regards cooperation and collaboration at subregional/regional level, the Conference recommended that:

(1) There should be established a committee which should facilitiate sub-regional/ regional cooperation and collaboration within the framework provided by the "Mbabane Programme of Action" adopted by the Second Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa in February 1985, and by the Southern Africa Development Coordination Conference (SADCC).

(2) That theproposed Committee be comprised of the heads of the departments/ institutions concerned with training courses for adult education at the institutions of higher learning in the nine SADCC member States. Since Swaziland is responsible for human resources development in SADCC countries, the Director of the Division of Extra-Mural Services of the University of Swaziland should be responsible for organizing and co-ordinating the activities of the committee during the interim period.

(3) That heads of institutions of adult education should seek the support of the Vice-Chancellors of their institutions and of Senate through appropriate channels to introduce the use of external examiners in adult education for degree programmes.

(4) That the proposed committee in (1) above should propose measures for:

(i) promoting research and publications related to adult education on the region on a collaborative basis;

(ii) facilitating staff and student exchange among member institutions;

(iii) the exchange of information and sharing of experience on adult education, training and research;

(iv) raising funds for follow-up action and implementation of these recommendations; for the production of text books and collaborative efforts in research; for workshops, seminars and conferences in specific areas of adult education, and for staff and student exchange programmes.

ANNEX

Resource persons

1. Peter H. Chiwona, United Nations Economic Commission for Africa, P.O. Box 3005, Addis Ababa, Ethiopia
2. Anthony Setsabi, National University of Lesotho, P.O. Box 180, Roma, Lesotho
3. Juma E. Nyirenda, University of Zambia, P.O. Box 50516, Lusaka, Zambia
4. Frank Youngeman, University of Botswana, P. Bag 0022, Gaberone, Botswana

LIST OF CONFERENCE PARTICIPANTS

1. M. Peters, Department of Adult Education, U.N. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe
2. T.M. Mpooa, MINRUDEV, COOPS, Ministry of Rural Development, P.O. Box 87, Maseru, Lesotho
3. K.L. Kolobe, Co-operative Department, (MINRUDEV), P.O. Box 686, Maseru 100, Lesotho
4. E. Traerup, LCDSP, MCRD, Lesotho COOP Centre, P.O. Box 1775, Maseru, Lesotho
5. N. Mofokeng, Wilgespruit Fellowship Centre, (SHADE), P.O. Box 81, Roodepoort 17, Lesotho
6. J.E. Nyirenda, Centre for Continuing Education, University of Zambia, P.O. Box 50516, Lusaka, Zambia
7. F. Youngman, Institute of Adult Education, University of Botswana, P. Bag 0022, Gaberone, Botswana
8. P. Moabi, National University of Lesotho, P.O. Box 180, Roma, Lesotho
9. T.L. Monnapula, Lesotho Institute of Public Administration, P.O. Box 1507, Maseru 100, Lesotho
10. Anthony Moshoeshoe, Lesotho Congress of Free Trade Unions, P.O. Box 727, Maseru 100, Lesotho
11. R.L. Posholi, Basotho Enterprises Development Corporation, P.O. Box 1216, Maseru 100, Lesotho
12. A.M. Mkhwanazi, Division of Extra-Mural Services, University of Swaziland, P. Bag, Kwaluseni, Swaziland
13. M. Mokabe, Lesotho Congree of Free Trade Unions, P.O. Box 727, Maseru 100, Lesotho
14. J.M. Sekoati, Basotho Enterprises Development Corporation, P.O. Box 1216, Maseru 100, Lesotho
15. S. Matsoso, Cooperative Division, P.O. Box 89, Maseru 100, Lesotho
16. S. Mohapi, Centre for Accounting Studies, P. Bag A51, Maseru, Lesotho
17. P.F. Masupha, Cooperatives, P.O. Box 89, Maseru 100, Lesotho
18. V.M. Mothebe, Ministry of Cooperatives and Rural Development, P.O. Box 89, Maseru, Lesotho

19. E.T. Mamonnye, Lesotho Cooperative Centre, P.O. Box 1775, Maseru, Lesotho
20. B.B. Tsotsi, Institute of Development Management, P.O. Box 1318, Maseru, Lesotho
21. A.M. SetŠabi, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
22. D.M. Mohapi, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
23. T.J. Semata, Institute of Labour Studies, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
24. M.T. Mahanetsa, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
25. J.J. Molefi, Institute of Labour Studies, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
26. H.M. Lephoto, Businessman's Training Centre, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
27. L.A. Sebatane, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
28. M. Khabele, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
29. A.T. Lelala, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
30. S.P. Mohale, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
31. O.M. Kalawe, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
32. M. Kabi, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
33. D.S.M. Kabi, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
34. A.S. Mokorosi, National University of Lesotho, P.O. Box 180, Roma, Lesotho
35. G. Davenport, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho
36. D. Bam, Institute of Extra-Mural Studies, National University of Lesotho, P.O. Box 180, Roma, Lesotho